

Washington State University

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Time: 1:00 P.M.

Pullman Campus – Cleveland Hall 353

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

READING ALOUD IN ARAB AMERICAN FAMILIES' HOMES: KNOWLEDGE AND IDENTITY

Chair: Jane Kelley

Read-aloud is a common literacy practice utilized at early childhood and elementary levels to foster children's language and literacy skills. It is an effective way to promote children's readiness for school due to its extensive advantages. Teachers provide Arab American multilingual students (MLL) with books to read at home to enhance their reading abilities. However, teachers may lack sufficient understanding of the reading aloud practices and perceptions within Arab American households. This study investigates the practices surrounding the act of reading aloud to preschool and elementary children among Arab American households residing in the United States. The study employed a qualitative methodology, namely a case study design, to analyze the problem. The study used interviews, observation, and document analysis as research methodologies. The study revealed two findings pertaining to practices and perceptions of the read-aloud practice in the Arab American households. The themes explored in this study are the reading aloud knowledge chain among Arab American families and identity. The implications include that, teachers with Arab American students and educators interested in family literacy practices in diverse households should provide adequate support to these families to foster lifelong bilingual readers.

Keywords: reading-aloud, identity, knowledge, scaffold, funds of knowledge, Arab American children.